

GCSE

RELIGIOUS STUDIES A

Unit 13/405013 Hinduism

Mark scheme

4050
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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

Students will be given credit for reference to diversity in belief and practice within Hinduism.

PART A

A1 Personal Duties and Family Relationships

- (a) Describe the actions performed in the Hindu naming ceremony.**

Target: Knowledge of the naming ceremony

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

When baby is born the family priest carries out a ritual cleansing / father holds baby for first time and dips a gold jewel into a mixture of ghee and honey and touch the baby's lips with it / prayer for protection / mother bathes for first time and is given new clothes and flowers / family priest casts a horoscope to determine the first letter of the baby's name / father writes (using gold ring) the name of the family deity, date of birth of child and new name on metal plate / whispers name of baby into baby's right ear, etc.

[3 marks] AO1

(b) Explain the importance of family life in Hinduism.**Target: Knowledge and understanding of the importance of family life for Hindus**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may refer to some of the following points.

It is a means of fulfilling one's dharma, the right way of living / the householder stage of life requires men and women to marry and create a family / there is joint responsibility for bringing up children and caring for the elderly / family ensures that children are raised with good moral values in the Hindu way of life / family life contributes to the stability of society / marriage is regarded as a duty and as a blessing / divorce is not approved of, etc.

[3 marks] AO1

(c) ‘Celebrating rites of passage is the most important duty of Hindu families.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of rites of passage in family life

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Celebrating rites of passage such as naming and sacred thread ceremonies and the marriage and death rites are essential to family life as they are required duties of the householder stage / rites of passage make public and affirm the commitment to the Hindu faith of the families participating / the rites of passage have the power to sanctify and bless the people involved / rites of passage bring the personal deity into the lives of the Hindus / rites of passage help Hindus make progress to spiritual liberation of moksha, etc.

Other views

The most essential aspect of family life is keeping to moral rules and values or Hindu dharma / caring for each member and supporting the extended family financially and emotionally is more important than celebrating rites of passage / celebrating rites of passage can become just social occasions and are not essential to the well-being of the family / faith is more important than ritual to sustain family life, etc.

[6 marks] AO2

A2 Pilgrimage and Festivals

(a) Explain briefly why Hindus celebrate Kumbh Mela.

Target: Knowledge and understanding of the pilgrimage of Kumbh Mela

Students may refer to the following points:

It is the most important religious gathering in the Hindu calendar every three years / large numbers of pilgrims visit the holy places where the gods' nectar is considered to have been dropped into sacred pitchers / where the two holy rivers Ganges and Yamuna meet / many blessings and good karma can be obtained / the story of kumbh / nectar dropped in four holy places.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(b) Describe what pilgrims do during Kumbh Mela.**Target: Knowledge of what pilgrims do during Kumbh Mela**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may refer to the following points:

Travel from all over India to the designated place e.g. Hardwar or Allahabad / engage in ritual bathing in sacred river / witness huge gathering and processions of sadhus (often naked and smeared with ashes) / attend religious assemblies and debates / join processions and special rituals for the occasion led by famous holy men, etc.

[3 marks] AO1**(c) Explain briefly why Hindus celebrate the festival of Diwali.****Target: Knowledge and understanding of the meaning of the festival of Diwali****Students may refer to the following points:**

The overcoming of evil with goodness / the triumph of the god Rama over the evil demon or tyrant Ravanna / to welcome in the new year / to make resolutions to maintain Hindu beliefs, values and practice throughout the coming year / to thank or pray to goddess Lakshmi for the bounty of the earth and prosperity / knowledge dispels ignorance.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(d) ‘For Hindus, Divali is more a social occasion than a religious celebration.’

What do you think? Explain your opinion.

Target: Evaluation of whether Divali is more a social occasion than a religious celebration

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may refer to the following points:

Divali is a happy celebration of good fortune and the hope for more of it in the new year / there are many parties and exchanges of gifts / families join together to celebrate / it has become more of a social event than a religious one.

The meaning of Divali is the religious message that good will triumph over evil / many Hindus do extra puja and prayers at Divali / it is both a religious and a social occasion, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

(e) ‘Pilgrimages are the most important events in the life of a Hindu.’

What do you think? Explain your opinion.

Target: Evaluation of the importance of pilgrimage in Hinduism

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may refer to the following points:

Pilgrimages are a lifetime experience for Hindus and might be the most important event in their lives / pilgrimage is a very significant act of faith. Many sacrifices are made to go on pilgrimages and they can have a profound effect on the person.

There are other events that are just as important most especially festivals and rites of passage. Not all Hindus are able to go on pilgrimage, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

A3 Worship

(a) Describe briefly how food offerings are used in Hindu worship.

Target: Knowledge of the use of food offerings in Hindu worship

Students may refer to the following points:

Food offerings taken from family meal or specially prepared for deity are placed in front of image / this food becomes prashad / it is distributed to everyone afterwards.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(b) Explain why murtis (images of the deities) are used in Hindu worship.

Target: Knowledge and understanding of why murtis are used in worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may refer to the following points:

To focus attention on the chosen deity / to show the many powers of the deity through the symbols and features of the image / to enable the worshipper to relate to the personal deity / to enable worshippers to receive the blessing or darshan (glance) of the deity / to enable worshippers to show their faith and devotion through offerings presented to the deity.

[3 marks] AO1

(c) ‘Hindus do not need objects to be able to worship their deities.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Hindu teaching in your answers.

Target: Evaluation of the need for objects to assist in Hindu worship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to the following points:**Agree**

Worship is an inner experience and does not need outward expression / Hindus can worship their chosen deity anywhere and in any place / devotion to chosen deity is a personal and private thing which has meaning and truth for the individual without the presence of statues and other objects of worship / the objects of worship are used in the temple but not in other places where Hindus might worship / some Hindus believe that it is not necessary to have personal deities anyway / union with God can be realised through meditation, etc.

Other views

Worship is expressed through all the senses in Hinduism / the object of worship and images of the deities are essential to the rituals of devotion / they show how the worshippers wish to attract the attention of the deity and show their faith by making sacrifices and offerings / Hindus need the outward signs to express their faith / each deity is particular and special to the individual Hindu, etc.

[6 marks] AO2**A4 Justice and Equality****(a) Explain Hindu views on prejudice.****Target: Knowledge and understanding of Hindu views on prejudice**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may refer to the following points:

Prejudice is harmful to others and expresses hatred so this is against the Hindu value and belief in ahimsa, non-harm / some Hindus such as Gandhi have campaigned against the prejudice shown to dalits and lower castes, claiming that all are children of God / Hindus should show kindness to those who suffer due to discrimination / the caste system might seem to show prejudice to lower castes but the caste system is also seen as creating order and harmony in society, etc.

[3 marks] AO1

(b) Describe the work of one Hindu organisation that helps the poor.

Target: Knowledge of a Hindu organisation that helps the poor

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may refer to the following points:

Hindu Aid: Funding for village projects to develop home crafts and self-sufficiency, guidance on growing crops and other food supplies. Fund raising.

Sia Satya: Various projects mainly hospitals for free treatment and educational facilities e.g. cataract operations, cleft palate treatment, schools and youth training. Fund raising.

ISKCON: Food kitchens within 10 miles of a temple provide 'open house' for visitors and needy people. Fund raising for projects to reduce poverty in India.

Credit should be given to other smaller more local projects which are mentioned on various relevant internet sites.

[3 marks] AO1

(c) 'For Hindus, wealth is a reward for being good.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Hindu teachings in your answer.

Target: Evaluation of Hindu views on wealth and karma

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Hindus believe in the law of karma which means that any good fortune or bad fortune is the result of good or bad deeds in the present or the past / so wealth can be understood in the context of karma / also the higher status occupations are seen as the result of good karma / wealth gives the Hindu a greater opportunity to be a good Hindu as they can be charitable and improve the lives of others, etc.

Other views

In modern times Hindus do not accept caste as a fixed status and regard wealth or poverty to be the result of one's own efforts and good fortune / wealth has to be earned by honest living and is one of the duties of the householder / being a good Hindu should not necessarily be expressed in a wealthy lifestyle / Hindus regard the life of the holy man or renunciation as the best way to be a good Hindu, etc.

[6 marks] AO2

PART B**B5 Beliefs and Sources of Authority****(a) Explain a Hindu understanding of Brahman and atman.****Target: Knowledge and understanding of Hindu understanding of Brahman and atman**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may refer to some of the following points:**Brahman**

The ultimate reality which creates and permeates the universe / Brahman is also beyond and transcends material existence / Brahman is the Supreme Being or godhead / Brahman is the life force which gives life to the whole universe / the universal spirit which is eternal and indestructible, etc.

Atman

The true inner spiritual self / it is separate and distinguishable from the body, mind and emotions / the eternal essence in all living things / pure consciousness / it moves from the body after death and moves into another body / it is the same reality as Brahman and either surrenders into Brahman or merges with it, etc.

Maximum level 4 if only one concept is covered.

[6 marks] AO1

(b) 'All Hindus worship only one God.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Hindu beliefs about God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Hindus believe that all the different forms and manifestations of God originate from the one source which is Brahman / the many forms of God are ways showing the many powers and qualities of the one ultimate God / the various deities are channels or intermediaries for the grace and spiritual power of the ultimate one God / although they might worship personal deities most Hindus are aware that they are expressions or manifestations of the ultimate Brahman which is represented in the Om symbol / the Om symbol which is also found everywhere in shrines and temples, etc.

Other views

There are many different ways of understanding and worshipping God in Hinduism / for most Hindus they worship their own personal deity or several different deities and they do not relate to or understand the ultimate god Brahman / some Hindus regard their chosen God e.g. Krishna as the ultimate form of God / Hindus choose their own deity and form a strong relationship with this as a focus for worship / worship of one God is not part of the practice of most Hindus / a few may meditate on the nature of the oneness of God but this is a specialised practice for holy men and those following a sannyasin life in ashrams / all Hindus are more likely to worship a personal deity, etc.

[6 marks] AO2

(c) Explain the difference between shruti and smriti in relation to Hindu scriptures.**Target: Knowledge and understanding of Hindu scriptures**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may refer to the following points:

Shruti: Means heard truths which were directly revealed to the ancient rishis / they were received by them due to their spiritual powers and intuitive insight / these revealed truths were then transmitted orally from generation to generation / some Hindus might say they were revealed by the creator god Brahma to ancient seers so they are not of human origin / they consist of eternal and fundamental absolute truths / the best examples are the Vedas which also contain the Upanishads, etc.

Smriti: Remembered or recollected truths passed on orally by tradition / derived from shruti / an imperfect and indirect form of revelation / truths which are of human origin and are the interpretations and popular versions of the more abstract truths in story form / the Mahabharata and Ramayana are good examples of these / these scriptures contain religious, moral and educational writings which are well known by all Hindus / the epics and stories express the values and ideals which guide a Hindu through life / they also depict in human form the adventures and qualities of popular deities such as Krishna (Bhagavad Gita) and Rama (Ramayana) and also the goddesses, etc.

[6 marks] AO1

(d) ‘Sacred texts are not important to Hindus.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Hindu beliefs about sacred texts

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:**Agree**

Sacred texts are not important because Hindus base their way of life on teachings handed down through the family, temple priests, gurus and other holy men / rituals are more important than scriptures / they do not rely on scriptures for moral guidance / more likely to take advice from priests or gurus / shruti scriptures like the Vedas are in Sanskrit and not read or studied by most Hindus, only by priests and sadhus or those on a spiritual quest / living a good moral life is more important than studying the scriptures, etc.

Other views

Smriti texts are important to the ordinary Hindu as they contain stories and teachings which are easily understood / the texts are integral to Hindu culture and are universally loved and revered / they contain the teachings which can be followed and put into practice by all Hindus regardless of caste or stage in life / they are valuable in providing the moral laws and values for every Hindu to live by.

Sacred texts like the Vedas are considered to be unquestioned truths which are absolute and eternally true / the Vedas are used and recited in rites of passage and other forms of worship / the Bhagavad Gita is a very popular scripture which guides Hindus in their moral and spiritual life, etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 Respect for Life**(a) Explain Hindu views about why there is suffering in the world.****Target: Knowledge and understanding of the Hindu understanding of suffering**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may refer to some of the following:

Hindu belief in the law of karma to explain why some people experience suffering in this life due to misdeeds in previous life / Hindus might be able to accept suffering as the result of previous actions / Hindu belief in acceptance of and responsibility for one's own suffering / suffering in the world caused by wrong actions of collective humanity / with regard to natural disasters which cause suffering Hindus believe that these are caused by the law of karma, etc.

[6 marks] AO1

(b) 'It is impossible to remove all the suffering in the world.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Hindu teachings in your answer.

Target: Evaluation of the Hindu understanding of suffering

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Much of the suffering in the world is caused by human actions based in greed or hatred / unless human nature changes, suffering will always continue / the scale and inevitability of suffering is so great that human beings cannot prevent it occurring / natural events causing suffering / the actions that human beings take will never be sufficient to alleviate all the suffering / human beings can make a very small contribution to helping those who suffer but it can never meet all the needs / the Hindu belief in karma could lead to an acceptance of suffering as the result of previous misdeeds, etc.

Other views

There are many good reasons why human beings should help those who are suffering as moral conscience and human compassion should respond and act to alleviate suffering wherever possible / it does not matter if the scale of suffering is extreme; everything that can be done to help others should be undertaken / the Hindu dharma prescribes the duty of the householder to care for all those in need in society and for the kshatriya caste of rulers to have responsibility for the welfare of others / all forms of cruelty and deliberate harm to others contravene the Hindu ethic of ahimsa, etc.

[6 marks] AO2

(c) Explain Hindu attitudes to the environment.**Target: Knowledge and understanding of Hindu attitudes to the environment**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may refer to the following points:

Hindus regard the whole universe as the dwelling place of God and the life force in the natural world / rivers, trees and mountains are considered to be the life-giving power of God and so destroying them is destroying the essential life force / River Ganges is a living deity and has power to wash away bad karma / mountains are considered to be the dwelling place of Shiva / respect and care for nature is a Hindu's duty / Mother Earth is a goddess / many Hindus are committed to protecting the earth's resources and sustainability / the sacred cow is an expression of the Hindu attitude to all living things in the environment and shows they should treat it with reverence and respect, etc.

[6 marks] AO1

(d) 'In today's world harming animals cannot be avoided.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Hindu teachings in your answer.

Target: Evaluation of Hindu views on protecting animals and the created world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:**Agree**

The modern world is dependent upon a variety of resources to supply the needs of expanding populations and improved economic circumstances / using animals to serve human needs in farming and agriculture is necessary for feeding people and certain forms of agriculture / harming animals may be necessary to provide cures for human diseases / some Hindus may regard the improvement of human living conditions especially of those living in poverty as more important than harming the animals / the purpose for the existence of animals is to serve the needs of humans both for food and labour, etc.

Other views

Harming animals is never justified as it is always a cruel act if undertaken deliberately / Hindus strongly believe that harming the animals or the environment will inevitably produce a bad result if the intention is to harm or destroy the natural world / there are alternative ways other than testing on animals to find cures for human diseases / Hindus believe that animals have a spiritual self or soul and harming them will produce bad karma/ due to the belief in reincarnation it is sometimes said that animals could be a previous relative so they should be treated with kindness and respect, etc.

[6 marks] AO2**B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>